

Religious Education

To provide an overview of the provision of Religious Education within Hampshire considering its unique status as not part of the national curriculum



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Why isn't it on the National Curriculum?

- 1870 Education Act
- Elementary schools for all
- Religious education for all
- Not Distinctive of any denomination
- Nothing much changed until..
- 1944 Education Act
- RE Compulsory
- Position strengthened in Education Acts of 1988 and 1996
- No legislative change since then



History of RE: Key Moments

- 1944 Education Act
- Established Primary and Secondary Education for all up to 15 years of age
- Required Schools to provide 'Religious Instruction'
- Local Authorities had option to establish SACRE



SACRE role and responsibilities

1988 Education Act

- The responsibilities of the SACRE are:
 - to provide advice to the LA on all aspects of its provision for RE in its schools (this does not include Voluntary Aided Schools)
 - to decide whether the LA's Agreed Syllabus for RE needs to be reviewed and to require the LA does so and to promote the use of the agreed syllabus
 - to provide advice to the LA on Collective Worship in its schools (this does not include Voluntary Aided or Voluntary Controlled Schools)
 - to consider any requests from headteachers to hold Collective Worship that is not of a broadly Christian character
 - to advise on matters relating to training for teachers in RE and Collective Worship



Who sits on the SACRE?

This is defined in law. SACRE is made up of four committees (with 1 vote per committee)

COMMITTEE A

This contains representatives of Christian denominations, eg: the Roman Catholic Church, Free Churches, Baptist, Methodist, United Reformed Church, Salvation Army, Society of Friends (for Church of England see Committee B). It also contains representatives from other faiths, eg: Muslims, Jews, Hindus, Sikhs, Buddhists, Bahais, Parsees, Jains. The composition of Committee A will vary from SACRE to SACRE as it reflects the variety and numerical representation of the different communities in the locality.



Who sits on the SACRE?

- **COMMITTEE B**
This is made up of representatives nominated by the local Church of England dioceses.
- **COMMITTEE C**
The teacher members of the committee are representatives of teacher associations. It is the Local Authority that decides which teacher associations will be represented. They may approach the teacher unions, but it is possible that associations of RE teachers in the local area will be asked to provide a representative.
- **COMMITTEE D**
It is the Local Authority's responsibility to provide their own representatives for this committee. The LA may wish to have all parties and viewpoints from across the political spectrum represented on the SACRE.



SACRE role and responsibilities

A SACRE must:

- advise the LA on RE given in accordance with the agreed syllabus, and on matters related to its functions
- publish an annual report on its work and on actions taken by its representative groups, specifying any matters on which it has advised the LA, broadly describe the nature of that advice, and set out reasons for offering advice
- meet in public unless confidential information is to be disclosed
- make minutes of its meetings available for inspection at the LA's offices (so far as the minutes relate to the parts of meetings that were open to the public).



SACRE role and responsibilities

- A SACRE's broad role is to support effective provision of RE and collective worship within its remit.
- give advice on methods of teaching agreed syllabus RE including the choice of teaching materials;
- Advise the LA on the provision of training for teachers;
- monitor inspection reports on RE, collective worship and spiritual, moral, social and cultural development (SMSC);
- consider complaints about the provision and delivery of religious education and collective worship referred to it by the LA.



What do actually SACRE's do?

- Advise on methods of teaching RE
- Advise on choice of resources for teaching RE
- Monitor RE provision
- Promote on going training of teachers
- Advise on methods of assessment and progression
- RE and SMSC



Introduction to the Agreed Syllabus Living Difference IV

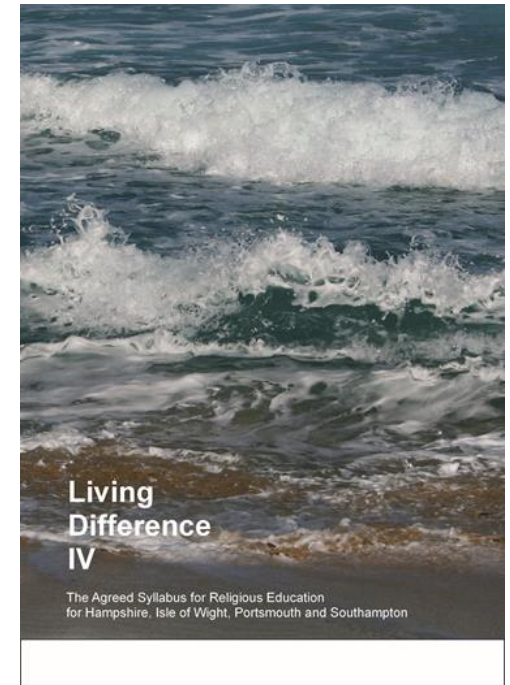


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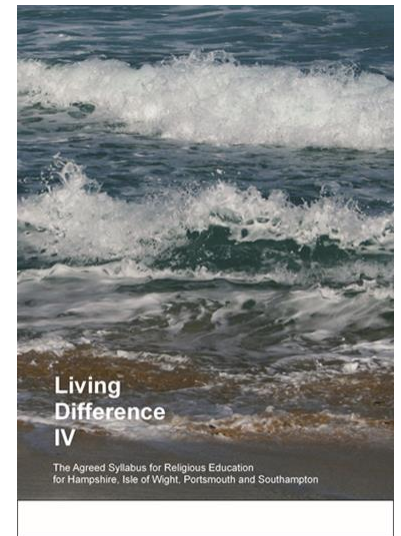
Living Difference IV

- Purpose statement
- Clear **process** of teaching
- Clear advice to teachers on how to ensure children's make good ***progress*** in religious education over time



Foreword

Living Difference IV affirms our commitment to an education that takes seriously the importance of children and young people exploring their own lives in relation to what it can mean to live with a religious orientation on life, as well as other ways of life including those informed by a non-religious perspective. It gives guidance to teachers regarding what religious education should aim to achieve, as through their time in school children and young people come to speak, think and act in the world.



The Purpose of Religious Education



It recognises and acknowledges that the question as to what it means to lead one's life with such an orientation can be answered in a number of qualitatively different ways.



The Purpose of Religious Education

These include :

- the idea that to live a religious life means to subscribe to certain propositional beliefs
- the idea that to live a religious life means to adhere to certain practices
- the idea that to live a religious life means to exist, to be in and with the world, in a trustful manner or with a particular kind of awareness.



The Purpose of Religious Education

Religious education in Hampshire, Isle of Wight, Portsmouth and Southampton intends to play an educative part in the lives of children and young people as they come to speak, think and act in the world.



Living Difference (III and IV): An approach to teaching through Enquiry

The *Living Difference (III&IV)* approach to teaching is a process of enquiry

This process also links with and supports teachers making their RE curriculum through concepts, where a concept is understood as a name for, or way of referring to, something like an idea that exists or has the possibility of existing in a particular kind of way under particular conditions; for example ***love, hope, community*** or ***Justice***.



Living Difference III and Enquiry :Concepts

A concepts common to all people

For example, *remembering, specialness, celebration, rights, duty, justice* (see page xxx for other examples)

B concepts shared by many religions

For example, *God, worship, symbolism, the sacred, discipleship, stewardship, martyrdom* (see pages xxx for other examples)

C concepts distinctive to particular religions or non-religious tradition

For example, *dukkha, Trinity, tawheed, redemption, Khalsa, moksha, Torah, Rationalism* (see pages xxx for other examples)



Golden thread concepts



Identified in *Living Difference IV*, these four concepts should thread through the curriculum to enable continuity across key stages.

As children get older, the nuances of *golden thread* concepts will be explored, for example by studying *special* as *sacred* or *holy*.



The process of enquiry in *Living Difference III*

This approach to enquiry has five key steps:-

At the **Communicate** and **Apply** steps the teacher brings the child to attend to their own and others' experience

At the **Inquire** and **Contextualise** steps to engage intellectually

At the **Evaluate** step to discern value for others and themselves in a way dependant on the context of the enquiry.



Year 1

Evaluate

Why are special places important to Jewish people/Christians?
Why are special places important to me?



Communicate

Do you have a special place?



Special places

Is your special place always the same?
What if there were none? ..reasons?

Apply

Contextualise

Finding out about Jewish and/or Christian special places



Inquire



Hampshire
County Council

What do we mean by special places?
Why do people need a special places?

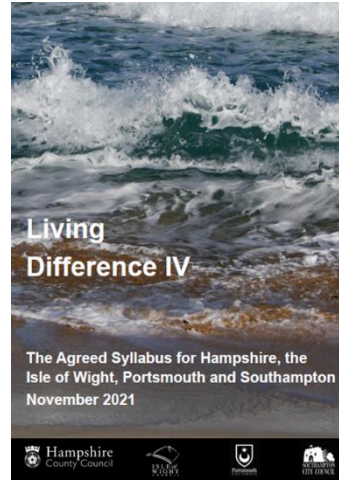


Religious education needs an enquiring and philosophical approach.

- As the complexity of the issues emerges and children young people become more disposed to engage at a deeper level in the enquiry.
- Religious education lends itself to philosophical enquiry.
- *Living Difference IV* recommends teachers access additional training in Philosophical Enquiry with Children (such as P4C).



RE across Hampshire: Training, Conference & visits



CELEBRATING RE in the Region



- Active SACRE - Cllr. Elaine Still : Chair.
- Active involvement with other local SACREs
- 2 Advisers
- County-wide primary and secondary network meetings
- County steering groups for primary and secondary RE
- Specialist RE and SEND expertise
- County RE centre with our new manager Laura Blair
- RE Moodle



Living Difference IV

[Click here to view/download Living Difference IV](#)




HIAS Religious Education Moodle

Want to be kept up-to-date?

Click [here](#) to subscribe to our [RE site news](#) so we can keep you up-to-date with the latest news and training opportunities from the HIAS RE team. Registration just takes a few minutes and you can unsubscribe at any time.

Site news

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 **CPD support for teaching RE from the HIAS RE team**
by [RE Moodle administrator](#) - Monday, 26 March 2018, 3:02 PM

[Learning Zone booking page](#)

[RE training catalogue and courses page](#)

Please note that some of the training below will be delivered virtually:

- 12.10.22 *Annual cross phase RE conference (fully booked)*
- 17.10.22 *Reviewing SMSC provision in the light of the requirement to promote fundamental British values (webinar)*

- [HIAS Moodles home](#)
- [RE Moodle home](#)
- [Living Difference IV](#)
- [Pondering time](#)
- [Open resources](#)
- [Moodle+](#)
- [Moodle+ preview](#)

